

CURRICULUM POLICY

RATIONALE

Westwood High is committed to unlocking the potential of all learners. This policy aims to help all learners achieve academic success through a broad, balanced and intellectually stimulating education. It seeks to provide learners with opportunities to fulfil individual potential both through independent effort and collective endeavour. The curriculum will embed the love of learning and support learners in developing enquiring minds.

The aim of our curricular provision is, ultimately, to enable learners to benefit from the opportunities of adult life and to face its challenges. Learners will be encouraged to take on responsibilities in school, offered guidance and counselling to prepare them for the transition to the world of work. They will develop essential communication and interpersonal skills before they leave school.

A great deal of emphasis will be laid upon the spiritual and moral development of all learners. The curriculum will enable learners to differentiate between right and wrong. This will help them become responsible citizens and productive members of society.

CURRICULUM AIMS

The school's curriculum aims to:

- Equip learners with a strong skills base in numeracy and literacy
- Help them acquire strong speaking and listening skills
- Develop learners' skills in the use of Information and Communication Technology
- Develop their knowledge of Science and the environment
- Develop their creativity through arts and crafts
- Support learners in becoming independent individuals who will have the ability to think critically and develop their own opinions
- Develop learner's intellectual capacities
- Guide learners into becoming confident and healthy individuals
- Enable learners to differentiate between right and wrong
- Build on learners' awareness and respect of the diverse community in which they live
- Instil religious and moral values, cultural awareness and tolerance of other faiths and cultures
- Support them into becoming positive role models and productive citizens

To achieve the aims of the curriculum, teachers will:

- Provide well planned lessons, matched to learners' needs, recognising their different learning styles and incorporating effective teaching methods, suitable activities and wise management of class time
- Giving learners increasing independence and responsibility for their work as they mature and maintaining high levels of learners' involvement in tasks
- Showing a good understanding of the aptitudes, needs and prior attainments of the learners and ensuring that these are taken into account in the planning of lessons

- Demonstrating appropriate knowledge and understanding of the subject matter being taught in order to provide challenge for all abilities
- Utilising effective teaching methods with suitable activities and wise management of time and resources including ICT
- Providing stimulating and appropriate homework
- Encouraging learners to behave responsibly through the good discipline and encouragement promoted by our behaviour policy

Teaching methods will take into account the multiple intelligences of learners. Teachers will plan lessons that are tailored to different learning styles. Activities will include:

- Investigation and problem solving
- Research using a variety of media
- Group and paired work
- Independent and whole-class work
- Question and answers including open questions
- Fieldwork and educational visits
- Links with outside agencies and guest speakers
- Creative and artistic work
- Discussion, debate, role play and oral presentations
- Designing and making
- Participation in sports and physical activity

Effective learning takes place when:

- Learners are made aware of the lesson objectives at the start of the lesson and are directed towards the outcomes at the end
- Learners are enthused by their learning experiences
- Lessons are linked to prior knowledge
- There is good interaction and collaboration between teachers and learners
- Learners are encouraged to take responsibility for their own learning
- Learners are involved in reviewing the way they learn and set their own individual targets for improvement
- Learners reflect upon their progress
- Learners are focused on tasks set by the teacher

Differentiated tasks will be set where appropriate. Teachers will plan for each learner so that they are stretched and challenged appropriately. The following subjects will be taught to provide a comprehensive education:

- English
- Maths
- Science
- Arabic
- Urdu
- Bengali
- Personal, Social, Health and Citizenship Education
- Information and Communication Technology
- Physical Education

- History
- Geography
- Art and Design
- Food Technology
- Religious Studies
- Islamic Studies
- Quranic Studies

ENGLISH

All KS3 and KS4 learners will have four lessons of English per week. This accounts for a total of approximately three and a half hours per week.

KEY STAGE 3

Learners will develop reading, writing and speaking skills. The curriculum will boost their confidence in these key areas and will allow them to transfer these skills in all areas of their learning. Learners will be able to evaluate the application of language by studying poetry, novels, short stories, the media and Shakespeare's plays. The curriculum will allow them to develop their own views on the world by reading classical and contemporary texts and exploring social and moral issues. By the end of Key Stage 3, learners will be able to comment upon the various techniques used by writers and develop their own ability to write at length about issues and themes in literacy and society.

KEY STAGE 4

Learners will learn to use language confidently both in school work and beyond school. They will be able to apply and analyse complex features of language. Learners will be able to read various kinds of text and be able to comment on them articulately and in a sensitive manner. At Key Stage 4, pupils will complete a number of class assessments aimed at assessing their literacy skills and assisting them in developing the skills required for writing fluent and comprehensive answers to questions.

SPEAKING

During both Key Stages learners will develop their speaking and listening skills. Learners will develop a sense of confidence in the manner in which they express themselves in different scenarios. They will be able to articulate themselves fluently and with clarity in Standard English. To this end, learners will be able to evaluate their own contributions and that of others in discussions and drama activities.

READING

Throughout Key Stages 3 and 4, learners will be expected to read a wide range of texts from all genres, both for leisure and study. Learners should become astute and responsive readers by understanding layers of meaning and appreciating what they read on a critical level.

WRITING

In Key Stages 3 and 4 learners will develop confidence in writing for a range of purposes. They will develop their own style and recognise the importance of writing with conviction. They will learn how to write correctly using different formats, layouts and ways of presenting their work.

LITERACY

Learners will:

- Read and write with confidence, fluency and understanding
- Use skills of speaking and listening to explore, articulate and extend their understanding of texts
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes
- Understand the sound and spelling system and use this to read and spell accurately
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- Know, understand and be able to write in a range of fiction and poetry genre, and be familiar with ways in which those genres are constructed
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers
- Read and write with enjoyment and discrimination
- Be able to research independently and make notes from a variety of sources, including the internet
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- Adapt writing to suit audience and purpose
- Be confident users of subject specific vocabulary and correct spellings
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MATHEMATICS

All KS3 and KS4 learners will have four lessons of Maths per week. This accounts for approximately a total of three and a half hours per week.

Teaching and learning in Mathematics will ensure that the appropriate connections are made between sections on number and algebra, shape, space and measures and handling data.

KEY STAGE 3

Learners will take increasing responsibility for the progress of their work. They will extend their calculating skills to fractions, percentages and decimals and begin to understand the importance of proportional reasoning. Learners will begin to use algebraic techniques and symbols with confidence. They will generate and solve simple equations and study linear functions and their corresponding graphs.

NUMBER AND ALGEBRA

Learners will be taught Problem Solving by:

- Exploring connections in Maths
- Breaking down complex calculations
- Using alternative approaches to overcome difficulties

NUMBER AND NUMBER SYSTEM

Learners will be taught about:

- Integers
- Powers and Roots
- Fractions
- Decimals
- Percentages
- Ratio & Proportions
- Calculations e.g. number operations and relationships between them. Mental methods, written methods and calculator methods

EQUATIONS, FORMULAE AND IDENTITIES

Learners will be taught:

- Use of symbols
- Index notation
- Equations
- Linear equations
- Formulae
- Direct proportion
- Simultaneous linear equations
- Inequalities

- Numerical methods

SEQUENCES, FUNCTIONS AND GRAPHS

Learners will be taught:

- Sequences
- Functions
- Gradients
- Shape, space and measures
- Problem solving - Communication & Reasoning

GEOMETRICAL REASONING

Learners will be taught:

- Angles
- Properties of triangles and other rectilinear shapes
- Transformation and co-ordinates

MEASURES AND CONSTRUCTIONS

Learners will be taught:

- Measures
- Construction
- Handling data - using and applying and handling data
- Problem solving - Communication & Reasoning

SPECIFYING THE PROBLEM AND PLANNING

Learners will be taught:

- Collecting data
- Processing and representing data
- Interpreting and discussing results

KEY STAGE 4

FOUNDATION

Learners in this group will consolidate their understanding of mathematics taught at Key Stage 3 to help them tackle unfamiliar problems.

They should be able to:

- Make connections between different areas of maths and its application also increasingly proficient in calculating fractions, percentages and decimals and using proportional reasoning in simple contexts
- Build on their understanding of numbers
- Make generations using letters
- Manipulate simple algebraic expressions and apply simple algebraic techniques to solve problems
- Extend their use of mathematical vocabulary
- Use geometrical properties to find missing angles and lengths
- Explain their reasoning with confidence
- Collect data, learn statistical techniques to collect data
- Use ICT to present and interpret results
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HIGHER

- Learners in this group must take more responsibility for their own work
- They will extend their knowledge of functions and related graphs
- Use definitions and formal reasoning to describe and understand geometrical figures
- Learn to handle data through practical activities
- Develop the confidence and flexibility to solve unfamiliar problems
- Use ICT appropriately

SCIENCE

In KS3: Year 7 and 8 learners will have four lessons of Science per week. This accounts for a total of approximately three and a half hours per week.

Year 9 learners will have three lessons of Science. This accounts for a total of approximately two and a half hours per week.

In KS4: Year 10 learners will have four lessons of Science. This accounts for a total of approximately three and a half hours per week.

Teaching will ensure that scientific enquiry is taught through contexts taken from life processes, living things, material and their properties and physical processes.

KEY STAGE 3

Learners will be taught:

INVESTIGATIVE SKILLS

- Planning
- Obtaining and presenting evidence
- To consider evidence

- Evaluating

MATERIALS AND THEIR PROPERTIES

- Solids, liquids and gases
- Elements, compounds and mixtures

CHANGING MATERIALS

- Physical changes
- Geological changes
- Chemical reaction

PATTERNS OF BEHAVIOUR

- Metals
- Acids and gases

PHYSICAL PROCESSES: ELECTRICITY & MAGNETISM

- Circuits
- Magnetic fields
- Electromagnets

FORCES & MOTION

- Force and linear motion
- Force and rotation
- Force and pressure

LIGHT & SOUND

- The behaviour of light
- Hearing
- Vibration and sound

THE EARTH BEYOND

The Solar System

ENERGY RESOURCES AND ENERGY TRANSFER

- Energy resources
- Conservation of energy

KEY STAGE 4

Learners will study GCSE Combined Science which covers Biology, Chemistry and Physics.

Higher Ability learners will have the option to study Triple Science

BIOLOGY

HUMANS AND ORGANISMS

- Nutrition
- Circulation
- Nervous System
- Hormones
- Homeostasis
- Health

VARIATION, INHERITANCE & EVOLUTION

- Variation
- Inheritance
- Evolution

LIVING THINGS IN THE ENVIRONMENT

- Adaptation and competition

CHEMISTRY

- Structures and Bonding
- Structures and Properties
- Rates of Reaction
- Energy and Reactions
- Electrolysis
- Acids, alkalis and salts
- Development of the periodic table
- More about acids and bases
- Water
- Energy calculations
- Analysis

PHYSICS

- Motion
- Speeding up and slowing down
- Work, energy and momentum
- Static electricity
- Current electricity
- Mains electricity
- Nuclear physics
- Turning forces
- Light and sound
- Electromagnetism
- Stars and space

VARIATION, INHERITANCE & EVOLUTION

- Variation
- Inheritance
- Evolution

LIVING THINGS IN THE ENVIRONMENT

- Adaptation and competition

GCSE TRIPLE SCIENCE:

BIOLOGY

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle module of matter
- Atomic structure

PHYSICAL EDUCATION

Learners will have one lesson of PE per week. This amounts to fifty minutes of PE every week.

There are no onsite facilities for outdoor or indoor sports. Learners will travel to local sports centres and make use of the best facilities in the borough.

Physical Education is necessary for the development of learners' physical competence and confidence and their ability to use this to perform in a range of other activities. It will also help them to live healthy lifestyles and promote their overall wellbeing.

Teaching and learning will focus on:

- Selecting and applying skills to tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Learners will improve their skills in football, dodgeball, badminton, hockey, rounders, netball, swimming and learn about health related fitness.

The Physical Education programme will allow learners to acquire important skills including teamwork, personal initiative and perseverance. It will allow learners to improve their personal fitness which will allow them to excel in other areas of the curriculum.

HISTORY

In KS3 learners will have two lessons of History per week. This accounts for a total of approximately one and a half hours per week.

In KS4: Year 10 learners will have two lessons of History per week. This accounts for a total of approximately two and a half hours per week.

Year 11 learners will have four lessons of History. This accounts for a total of approximately three and a half hours per week.

Learners will develop their knowledge of chronology and make appropriate use of sources and data. They will be more informed about vocabulary and conventions that describe historical periods and the passing of time.

Learners will develop their knowledge and understanding of:

- Key Events
- People and changes in the past
- Historical enquiries
- Organisation and communication

BRITAIN: 1066-1485

- The development of the Monarchy
- Significant events and characteristic features of the lives of people living in the Britain
- Battle of Hastings
- England under the Normans
- Life in the Middle Ages
- Tolerance in the Middle Ages
- The Crown Verses The Church
- Health and Medicine
- Justice in the Middle Ages
- War of the Roses
- England Abroad

BRITAIN: 1485-1750

- Crowns, parliaments and people
- The major political parties
- Religious and social change
- Tudors
- A world of discovery-Shakespeare
- Justice in Tudor England
- Life in Tudor England
- Queen Elizabeth I
- Stuarts
- The Roundheads Verses Cavaliers
- Tolerance of Cromwell's Commonwealth
- Life in Restoration England

A WORLD STUDY BEFORE 1900

- Cultures and beliefs and achievements of Arabian and Turkish society i.e. The Ottoman Empire

A WORLD STUDY AFTER 1900

- The Suffragettes
- Learners will be introduced to significant individuals mainly the founders of the suffrage movement
- Women's contribution to world war one
- Britain at War 1
- Democracy and Dictatorship
- Britain at War 2
- Cold War
- Protest and Terror
- Secularism

KS4

GERMANY, DEMOCRACY AND DICTATORSHIP

Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

CONFLICT AND TENSION: THE FIRST WORLD WAR 1894 – 1918

The causes of the First World War

- The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.
- Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.
- Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its

consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.

The First World War: stalemate

- The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.
- The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.
- The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.

Ending the war

- Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.
- Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.
- Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.

ELIZABETHAN ENGLAND

Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

BRITAIN: HEALTH AND THE PEOPLE c1000 – PRESENT DAY

Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

GEOGRAPHY

In KS3, learners will have one lesson of Geography per week. This accounts for a total of approximately 50 minutes per week. The geography curriculum seeks to:

- Stimulate learners' curiosity about their surroundings
- Increase their knowledge of a rapidly changing world
- Encourage learners to think about the environmental challenges of our time
- Develop their competence in specific geographical skills
- Foster and sense of responsibility for our planet and its resources

YEAR 7

MAKING CONNECTIONS

- How they are connected to different countries on a daily basis

RESTLESS EARTH

- Volcanoes and earthquakes
- Causes and effects

PEOPLE EVERYWHERE

- Settlements
- Why the population around the world is increasing

FLOOD DISASTER

- The effects of floods
- How flood victims can be aided

EXPLORING ENGLAND

- Images of England
- What England is really like
- Weather changes in Great Britain

WORLD SPORT

- Football the world's favourite sport
- Football grounds
- World Cup and its impact

YEAR 8

RIVERS

- River patterns and processes

COASTAL ENVIRONMENTS

- Formation of coastlines
- Waves shaping the coast
- Erosion

SHOPPING: PAST, PRESENT AND FUTURE

- How shopping experiences have changed since before 1900
- Shopping hierarchies
- The future of shopping

WEATHER PATTERNS OVER EUROPE

- Clouds and rain
- Presenting weather information
- Europe's climate

INVESTIGATING BRAZIL

- Size of Brazil
- Contrasts within the country
- Development in Brazil

LIMESTONE LANDSCAPES OF ENGLAND

- Typical features of Limestone
- Limestone in the Yorkshire Dales

CAN THE EARTH COPE?

- Earth's major ecosystems
- Links to human activity How
- Marine ecosystems
- Global fishing industry

CRIME AND THE LOCAL COMMUNITY

- Crime and what people feel about crime

- Crime hotspots
- Patterns of crime nationwide

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION

PSHCE forms an integral part of the ethos of Westwood High. This is because it enables learners to lead confident, healthy and responsible lives as individuals and members of society. The themes are embedded across the curriculum and in extra-curricular activities including assemblies and school council.

KS3 Learners will have two lessons of PSHCE per week. This accounts for a total of approximately 50 minutes per week. Learners will:

- Develop confidence and sense of responsibility
- Develop a healthy and safe lifestyle
- Develop good relationships with peers and respect for difference

KNOWLEDGE, SKILLS AND UNDERSTANDING

The PSHCE programme will allow learners to:

- Become responsible individuals
- Feel positive about themselves
- Make choices about their future career
- Develop relationships
- Consider social and moral issues
- Find information and give advice
- Prepare for changes e.g. further education
- Value themselves
- Value truth, freedom, justice and human rights
- Be prepared for the opportunities, responsibilities and experiences of adult life
- Develop their self-esteem and self-confidence
- Differentiate between right and wrong
- Respect the law and authority
- Accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Attain a broad general knowledge of public institutions and services in the UK
- Understand and participate in democracy
- Acquire an appreciation of and respect for their own and other religions and cultures in a manner that promotes tolerance and harmony between different religious and cultural traditions

Local politicians will be invited into school to talk to them about local and national issues.

Learners will also get involved with local community groups to make a difference in the local community.

INFORMATION & COMMUNICATION TECHNOLOGY

KS3 learners will have one lessons of ICT per week. This accounts for a total of approximately one and a half hours per week.

KS4 Learners will have two lesson of per week. This accounts for a total of approximately two and a half hours per week.

Learners will have access to the latest ICT facilities. Teachers will make use of ICT in all lessons to enable interactive learning experiences.

KEY STAGE 3

The ICT department is committed to meeting the needs of all pupils and ensuring that every child achieves their potential. Formative and summative assessment is used to ensure pupils are assessed accurately and regularly. Peer and self assessment is also used to allow pupils to be involved in the assessment process and allow them to gain a better understanding of the assessment criteria.

At KS3 pupils learn a vast range of skills and are able to apply these skills to real life situations. Students cover a wide-ranging programme of study in Year 7, 8 and 9 which develops skills in computing and ICT. The scheme of work includes units of work to incorporate the national push for an increase in Computer Science by teaching Scratch, Basic Coding and understanding hardware and how a computer works. Each year pupils also receive essential Internet Safety awareness and advice through lessons and assemblies. Through ICT and computing they will learn how to solve problems when things go wrong, how to think logically and critically, and to recognise the impact that technology has on the world around us. The curriculum is based on creativity and allowing pupils to discover their own potential.

YEAR 7

In Year 7 pupils study:

- Introduction to ICT
- Assessment
- All About Me
- Skill Building
- Spreadsheet/Modelling
- Scratch Programming
- Hardware
- E-Safety
- Data Handling
- Photoshop
- Web Awareness

YEAR 8

In Year 8 pupils complete further projects in:

- Generic Lessons
- History of computers
- Creative Board Game Project
- Data Handling
- E-Safety
- Photoshop
- Digital Poster
- Scratch Programing
- HTML
- Algorithms
- Do we Need ICT?
- Modelling
- Change for Life problem solving project
- Researching the Internet
- Data Handling

YEAR 9

In Year 9 pupils complete further projects in:

- Digital Poster
- Modelling
- Bits and Bytes (computing)
- Cloud computing
- Green computing
- Scratch
- Creative shop project including: marketing, finance, trailer audacity and data handling

Learners will become proficient users of ICT and have a better understanding of how ICT can help them in other areas of their school work.

Learners will be able to:

- Use everyday ICT applications including word processing, spread sheets etc
- Use ICT as an information source, a processor and a presentation tool to enrich and extend learning
- Recognise the importance of ICT in the continued development of society as a whole
- Evaluate the potential and limitations of Information and communications technologies
- Collect information, enter, analyse and evaluate quantitative and qualitative data

The ICT curriculum also aims ensure that learners:

- Develop ideas and make things happen
- Exchange and share information

- Review, modify and evaluate work
- Work with a range of information to consider its characteristics, structure, organisation and purpose e.g. various websites
- Work with others to explore a variety of information sources and ICT tools in many contexts
- Design information systems, evaluate and suggest improvements to existing systems
- Compare their own use of ICT with its application in the wider world

KEY STAGE 4

GCSE IMEDIA

Learners will:

- Creating 2D and 3D digital characters
- Story telling with a comic strip
- Creating a multi-page website
- Creating a digital animation
- Creating interactive multi-media products
- Creating digital sound sequence
- Digital photography
- Designing a game concept
- Developing digital games

A computer will be available for each learner. All classrooms will be fitted with interactive whiteboard technology to enhance learners' experience in ICT lessons.

RELIGIOUS STUDIES

All KS3 learners will have one lesson of Religious Studies per week. This accounts for a total of approximately 50 minutes per week.

The study of Religious Education aims to address questions about the purpose of life, beliefs about God, the self and the nature of reality and issues of right and wrong. This part of the school curriculum aims to develop learner's knowledge and understanding of the world's major religions, their religious traditions and other world views that attempt to answer the above questions.

Learners will:

- Develop the knowledge, skills and understanding to play an effective role in society
- Become informed, thoughtful and responsible citizens
- Respect and become tolerant of different national, religious and ethnic identities
- Reflect on topical, spiritual, moral, political, social and cultural issues
- Take part in discussions on topical, political and social issues

KS3**YEAR 7**

- What is Belief?
- Code Breaking and symbols
- What do people believe about God?
- What happens when we die?
- Authority
- What does mean to be human?

YEAR 8

- Putting belief and faith into practice
- Prejudice
- Poverty
- War and peace
- Evil and suffering
- The Environment

YEAR 9

- What is truth?
- Science and religion
- Science and ethics
- Sanctity of life
- Interfaith relationships
- Are there more questions than answers?

BELIEFS AND TEACHINGS IN ISLAM

- The nature of Allah
- The six beliefs
- The five roots of Usul-ad-Din (foundation of faith)
- The problem of evil
- Risalah
- Muslim Holy Books
- Malaikha
- Al Qadr – Sunni and Shiah
- Akhirah

BELIEFS AND TEACHINGS IN CATHOLIC CHRISTIANITY

- The Trinity
- The Trinity in the Bible
- Creation
- The Incarnation

- Eschatology
- Paschal Mystery
- Imago Dei
- Salvation
- Sacraments
- The problem of evil

YEAR 10

PRACTICES IN ISLAM

- Ten Obligatory acts of Shi'a Islam
- The five pillars of Islam
- The lesser and greater jihad
- A Sufi way of life
- Festivals
- Jihad
- Hajj
- Zakah and Khums
- Sawm and Laylatul Qadr
- Salah

ISLAM-SOURCES OF AUTHORITY AND WISDOM

- The Quran
- The Prophet Muhammad
- Shariah
- Seal of the prophets
- Ahl ul Bayt
- Hadith
- Shiah Imams
- Sunni Imams

YEAR 11

PRACTICES IN CHRISTIANITY

- The Sacraments
- Worship
- Pilgrimage
- The Church
- Charity work
- Evangelism
- Social teaching
- Liturgical Worship

- Pilgrimage
- Popular Piety
- Funeral
- Prayer

ISLAM-FORMS OF EXPRESSION AND WAYS OF LIFE

- Expression of identity
- Celebration
- Art
- Dance, music and poetry
- The role of a Sheikh/teacher in Sufism
- Mosque
- Sufi Ways of Life
- Shiah Obligator Actions

PHILOSOPHY AND ETHICS

MARRIAGE AND FAMILY

- Attitudes to Marriage
 - Sexual relations in Islam
 - Importance of Family
 - Attitudes to contraception
 - Divorce
 - Homosexuality

PHILOSOPHY OF RELIGION

- Design Argument
- Cosmological Argument
- Evil and Suffering
- Miracles
- Visions
- Religious Experiences

Links will be made with other areas of the curriculum. Health Education will be covered under Marriage and Family Life and Matters of Life & Death. This will include topics about Abortion, Contraception and Euthanasia.

Learners will also visit local places of worship to enhance their learning experiences. Learner will also have the opportunity to participate in various projects of the Oldham Interfaith Forum which will enrich their learning.

ART/FOOD TECHNOLOGY

Learners will have two lesson of Art/Food Technology per week.

KEY STAGE 3

- Teaching will ensure that learners are given opportunities to build on the knowledge, skills and understanding acquired at Key Stage 2
- They will be given opportunities to evaluate and respond practically and imaginatively to the methods and approaches of others including their peers from diverse contemporary and historical cultures
- Learners will develop the skills and understanding involved in the process of making, including the ability to select, control and experiment with a wide range of materials, tools and techniques in 2 and 3 dimensions
- Learners will apply and develop their visual perception by recording from observation, experience and imagination and by using appropriate resources such as ICT

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Learners will be taught to: Key stage 3:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes
- understand the source, seasonality and characteristics of a broad range of ingredients

MFL

All learners will already have some basic knowledge of Arabic/Urdu and Bangla. They will receive one lesson of Urdu/Bangla per week.

In KS3 learners will have two lessons of Arabic per week. This accounts for a total of approximately one hour forty minutes per week.

In KS4: Year 10 learners will have three lesson of Arabic per week. This accounts for a total of approximately two and a half hours per week.

In MFL, learners will:

- Develop an understanding of the spoken and written forms of Arabic/Urdu/Bangla in a range of contexts
- Develop the ability to communicate effectively in the target language, through both spoken and written, using a range of vocabulary
- Develop knowledge and understanding of the grammar of the target language and the ability to apply it

- Develop knowledge and understanding of countries and communities where Arabic/Urdu/Bangla is spoken
- All learners will be expected to become familiar the following topics:

OUT AND ABOUT

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

CUSTOMER SERVICE AND TRANSACTIONS

- Cafés and restaurants
- Shops
- Dealing with problems

PERSONAL INFORMATION

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

FUTURE PLANS, EDUCATION AND WORK

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

ISLAMIC STUDIES

Learners will receive three lessons of Islamic Studies lessons per week. The Islamic Studies curriculum aims to nurture core Islamic values. Learners will have the opportunity to:

- Develop their knowledge, skills and understanding of Islam by exploring the significance of and impact of beliefs, teachings, sources, ways of life, and forms of expressing meaning
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning purpose, truth, values and commitments
- Learn about the significance of the Quran, Hadith and Shariah
- Study the basic tenets of Islam and, in particular, to elaborate those specific areas apposite to the approach of their own religious grouping, sect or school of thought
- Enhance their acquaintance with Islam by referring them to its traditions, laws, writings and practices
- Respond to contemporary issues from a Muslim perspective

Learners will also cover the 'Ilm to Amal' curriculum which aims to cover the

following modules:

- **Module 1: Understanding Deen in its Entirety**
 - Do you Live Your Deen?
 - Honouring the Rights of Others as Part of the Rights of Allah

- **Module 2: Fulfilling social responsibilities as Muslims in Britain**
 - Choosing your identity
 - Developing presentational skills
 - Benefiting Your Community
 - Engagement in Society: Conflict vs Resolution
 - Engagement in Society: How Can You Make a Positive Change in Society?
 - Islamic Law and English Law
 - My British History
 - Challenges Facing British Muslims
 - Helping Older People

- **Module 3: Becoming financially literate**
 - What is Wealth?
 - Differentiating between Halal and Haraam
 - Earning a Halal living: Unemployment, Jobseekers and the Benefits System
 - Earning a Halal living: Planning for a Career
 - Earning a Halal living: Salary, Income Tax and National Insurance
 - Understanding Riba
 - Understanding and Calculating Zakaat
 - Islamic Inheritance

QURANIC STUDIES

The Holy Quran plays a central role in Muslim life. This is because Muslims believe that it is the book of Allah. It is the basis of all Islamic teachings. The Quran is recited daily in prayer. There are also spiritual benefits in the recitation of Quran.

Learners will have four Quran lessons a week. This lesson will allow learners to:

- Recognise letters of the Arabic alphabet
- Pronounce the words correctly
- Recite verses fluently with confidence
- Apply the rules of tajweed
- Recite in a melodious manner
- Memorise chapters that are recited during prayer

KEY STAGE 5

ENGLISH LANGAUGAE AND LITERATURE

Learners will study how language works in a variety of forms and modes, including spoken English. They will study a wide range of spoken and written texts from transcripts, blogs and forums to classical novels, Shakespearean texts and heritage poetry and learn how to analyse them in a systematic way. In addition, learners will study the key themes, ideas and representations of the texts. In Year 13, learners will use learning and knowledge to choose their own texts and topic of investigation. The course will also give learners the opportunity to improve their creative writing and analytical skills through recast tasks where they will be required to write with flair and sophistication, and then critique the choices made in their own writing.

Texts studies in Year 12

- Frankenstein by Mary Shelley
- AQA Poetry Anthology
- AQA Anthology: Paris

Texts studied in Year 13

- Frankenstein by Mary Shelley
- AQA Poetry Anthology
- AQA Anthology: Paris
- Othello by Shakespeare
- The Kite Runner by Khaled Hosseini
- Non-Exam Assessment: Project of Personal Choice

BTEC NATIONAL DIPLOMA HEALTH AND SOCIAL CARE

UNIT 1 - HUMAN LIFE SPAN DEVELOPMENT

- Physical development across the life stages
- Intellectual development across the life stages
- Emotional development across the life stages
- Social development
- Nature Nurture debate
- Genetic environmental, social and economic factors
- Major life events that affect life development
- Physical, psychological changes
- Social effects of an aging populations
- Principals values and skills
- Promoting equality and diversity and preventing discrimination
- Skills and personal attributes in developing relationships

UNIT 2 WORKING IN HEALTH AND SOCIAL CARE

- The roles and responsibilities of people who work in the health and social care sector
- The roles of organisations in the health and social care sector
- Working with people with specific needs in the health and social care sector unit

UNIT 4 ENQUIRIES INTO CURRENT RESEARCH IN HEALTH AND SOCIAL CARE

- Types of issues where research is carried out in the health and social care sector
- Research methods in health and social care
- Carrying out and reviewing relevant secondary research into a contemporary health and social care issue

UNIT 5 - MEETING INDIVIDUAL CARE AND SUPPORT NEEDS

- Promoting equality, diversity and preventing discrimination
- Skills and personal attributes required for developing relationships with individuals
- Empathy and establishing trust with individuals
- Ethical issues and approaches
- Legislation and guidance on conflicts of interest, balancing resources and minimising risk
- Enabling individuals to overcome challenge
- Promoting personalisation
- Communication techniques
- How agencies work together to meet individual care and support need
- Roles and responsibilities of key professionals on multidisciplinary teams
- Maintaining confidentiality
- Managing information

UNIT 7 PRINCIPLES OF SAFE PRACTICING HEALTH AND SOCIAL CARE

- Duty of care A2 Complaints procedures
- Types and signs of abuse and neglect
- Factors that could contribute to individuals being vulnerable to abuse and neglect
- Responding to suspected abuse and neglect
- Reducing the likelihood of abuse and neglect
- Health and safety legislation and policies in health and social care
- Influence of legislation and policies on health and social care practice
- Procedures to maintain health and safety
- Procedures for responding to accidents and emergencies
- Health and safety responsibilities

UNIT 8 – PROMOTING PUBLIC HEALTH

- The origins and aims of public health policy
- Strategies for developing public health policy
- Monitoring the health status of the population
- Groups that influence public health policy
- actors affecting health
- The socio-economic impact of improving health of individuals and the population
- The role of health promoters
- Approaches to promoting public health and wellbeing
- Approaches to protecting public health and wellbeing
- Disease prevention and control methods
- Features of health promotion campaigns
- Barriers to participation and challenging indifference
- Models and theories that justify health behaviour change

- Approaches to increasing public awareness of health promotion

Optional units allow learners to develop their interests in different parts of the sector and include:

UNIT 11 - PSYCHOLOGICAL PERSPECTIVES

- Principal psychological perspectives as applied to the understanding of development and behaviour
- Application of psychological perspectives to health and social care practice
- Contribution of psychological perspectives to the understanding of specific behaviours
- Factors that affect human development and specific behaviours
- Contribution of psychological perspectives to the management of behaviours
- Contribution of psychological perspectives to the treatment of behaviours
- Behaviour of service users in health and social care settings
- Practices in health and social care settings

UNIT 19- NUTRITIONAL HEALTH

- Concepts of nutritional health
- Nutritional measures and recommended dietary intakes
- Characteristics of essential nutrients
- Dietary needs of individual
- Factors affecting nutritional health
- Factors affecting dietary intake
- Assessment of nutrient intake
- Nutritional health improvement plan

EXTENDED PROJECT QUALIFICATION

The Edexcel Level 3 Extended Project allows learners to study a topic area which extends their learning in their area of study. Learners select one of the four units, which may be completed over one year. They should select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests.

Each of the four units offer a different type of project: a dissertation, an investigation/field study, a performance or an artefact.

ASSEMBLIES

All learners will participate in weekly assemblies. The topics will reflect the main themes in the PSHCE curriculum. Learners will also take part in delivering some sessions. The achievements of hardworking learners will be celebrated during these sessions.

HOMEWORK

Homework is an essential part of the teaching and learning process. Home work will be set to allow learners to take responsibility for their own learning and help them to meet deadlines. This will develop their ability to learn independently and cope under pressure.

Purpose of homework:

- Provides opportunity to develop organisational and self study skills
- Develops skills of research and time management
- Sustains learning outside class and helps preparation for future lessons
- Encourages reading
- Enables use of adults other than teachers in the learning process

PROCEDURE

- Pupils will be provided with clear guidance on homework requirements twice a week
- Homework tasks will be appropriate to the level and ability
- Differentiated tasks will be set appropriately
- Staff may set a variety of tasks including written work, reading, research etc

DIFFERENTIATION

Teaching staff may wish to make use of the following advice:

TEACHING STRATEGIES

- Work should be produced in stages in each lesson, each task getting a little more challenging than the first
- Questions both oral and written, asked in escalating forms of difficulty. Care taken by the teacher to target the right level to each learner using Blooms Taxonomy
- Open ended questions that can follow a range of responses from all ability levels, without there being an obvious 'right' or 'wrong' answer
- Sometimes group work can be used to allow either a mini-set within a class or the pairing of more /less able
- Work that requires problem solving often seems to be an effective way of getting the full ability range to understand tasks
- More able learners will have the option of selecting additional GCSEs.

RESOURCES

- Use of appropriate material, textbooks and media
- Encourage the use of learner experience/own knowledge to try and set work into a more recognisable context
- Using more than one approach in a lesson
- The use of class assistants other than teachers can broaden perspectives

- Sensitive staffing policies can help, by matching teachers and classes carefully

PREPARATION

- Setting clear standards for each group may lessen the feeling that lower ability learners ‘fail’ because they don’t reach the same level as higher ability learners
- The arrangement of the furniture or classroom can affect learners’ a teacher for help
- Adequate supply of resources are necessary to prevent a more able learner being ‘hindered’ by a slower working partner, or the slower learner being ridiculed by the more able

INTERVENTIONS

- After each half termly assessment result, an appropriate intervention strategy will be implemented for underperforming learners
- Intervention strategies will also be implemented for higher ability learners in order to stretch them.
- For intervention strategies see Appendix I

EVALUATION

The curriculum will be review by the school leadership on an annual basis to ensure that learners are receiving the best possible learning experience.

Date approved by Board of Governors	Date of implementation	Date of next review
1 Sep 2018	1 Sep 2018	Sep 2020

APPENDIX I:**Westwood High****Personalised Intervention programme (over and above provision for the majority)**

1. Extra after school lessons
2. Extra revision booklets
3. Extra past papers or targeted questions
4. One to one sessions at lunchtime
5. Personalised revision programme
6. Purchase revision guides
7. Extra lessons and work set
8. Supplementary session (e.g. in holidays/after school)
9. Withdrawal sessions for extra support-SEN Pupils
10. IEP (Individual Education Plans)-SEN Pupils
11. New personal targets set in pupil tracking file
12. Differentiated work
13. Enrichment, e.g. attend club
14. Booster sessions
15. Parent meeting
16. Supplementary session with outside agency (e.g. in holidays/after school)
17. Discussion with pupil – re individual difficulties/exam technique/work ethic/lack of revision, etc
18. Guided work during lesson – e.g. most pupils working on task set, small group/individual working with teacher
19. Peer mentoring/buddies
20. Coaching